



# British School of Ulaanbaatar

## Primary Curriculum Overview - EYFS - Reception

Subject	Term 1	Term 2	Term 3
Topics	<p align="center"><b><u>Marvellous Me</u></b>  <b><u>Nursery Rhymes &amp; Traditional Tales</u></b></p>	<p align="center"><b><u>Jungle Animals and their Environment</u></b>  <b><u>Transport</u></b></p>	<p align="center"><b><u>Growth</u></b></p>
<p><b>Communication and Language</b></p>	<p><b><u>Listening and attention, Understanding and Speaking</u></b></p> <ul style="list-style-type: none"> <li>● To listen and respond to ideas expressed by others in conversation or discussion.</li> <li>● To focus attention-still listen or do, but can shift your own attention.</li> <li>● To link statements and stick to a main theme or intention.</li> <li>● To respond to instructions involving a two part sequence</li> <li>● To be able to follow directions.</li> <li>● To respond to instructions involving a two part sequence.</li> <li>● To use language to imagine and recreate roles and experiences in play situations.</li> </ul>	<p><b><u>Listening and attention, Understanding and Speaking</u></b></p> <ul style="list-style-type: none"> <li>● To listen and do for a short span</li> <li>● To maintain attention, concentrate and sit quietly during appropriate activity</li> <li>● To be able to follow a story without pictures or props.</li> <li>● To understand humour.</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 extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> </ul>	<p><b><u>Listening and attention, Understanding and Speaking</u></b></p> <ul style="list-style-type: none"> <li>● To listen attentively in a range of situations.</li> <li>● To listen to stories, accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. give their attention to what others say and respond appropriately, while engaged in another activity.</li> <li>● To follow instructions involving several ideas or actions.</li> <li>● To answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>● To express themselves effectively showing awareness of listeners' needs.</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> </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 experiment with different ways of moving.</li> <li>● To jump off an object and land appropriately.</li> <li>● To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</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 show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>● To travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>● To use simple tools to effect change to materials.</li> <li>● To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>● To eat a healthy range of foodstuffs and understand the need for variety in food.</li> <li>● To be dry and clean during the day.</li> </ul>	<u><b>Moving &amp; Handling and Health &amp; Self-care</b></u> <ul style="list-style-type: none"> <li>● To use simple tools to effect change to materials.</li> <li>● To handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>● To show a preference for a dominant hand.</li> <li>● To begin to use anticlockwise movement and retrace vertical lines.</li> <li>● To begin to form recognisable letters.</li> <li>● To use a pencil and hold it effectively to form</li> <li>● To recognisable letters, most of which are correctly formed.</li> <li>● To practise some appropriate safety measures without direct supervision.</li> <li>● To show understanding the need for safety when tackling new challenges, and consider and manage some risks.</li> <li>● To an understanding of how to transport and store equipment safely.</li> <li>● To eat a healthy range of foodstuffs and understand the need for variety in food.</li> <li>● To be dry and clean during the day</li> </ul>	<u><b>Moving &amp; Handling and Health &amp; Self-care</b></u> <ul style="list-style-type: none"> <li>● To use simple tools to effect change to materials.</li> <li>● To handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>● To show a preference for a dominant hand.</li> <li>● To begin to use anticlockwise movement and retrace vertical lines.</li> <li>● To begin to form recognisable letters.</li> <li>● To use a pencil and hold it effectively to form</li> <li>● To recognisable letters, most of which are correctly formed.</li> <li>● To practise some appropriate safety measures without direct supervision.</li> <li>● To show understanding the need for safety when tackling new challenges, and consider and manage some risks.</li> <li>● To an understanding of how to transport and store equipment safely.</li> <li>● To eat a healthy range of foodstuffs and understand the need for variety in food.</li> <li>● To be dry and clean during the day</li> </ul>
<b>Personal Social and Emotional Development</b>	<u><b>Making Relationships, Self-Confidence and Self-Awareness and Managing feelings and behaviour</b></u> <ul style="list-style-type: none"> <li>● To demonstrate friendly behaviour initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<u><b>Making Relationships, Self-Confidence and Self-Awareness and Managing feelings and behaviour</b></u> <ul style="list-style-type: none"> <li>● To explain their own knowledge and understanding and ask appropriate questions of others.</li> <li>● To take steps to resolve conflicts with other children.</li> </ul>	<u><b>Making Relationships, Self-Confidence and Self-Awareness and Managing feelings and behaviour</b></u> <ul style="list-style-type: none"> <li>● To be able play cooperatively, taking turns with others.</li> <li>● To take account of one another's ideas and how to organise their activity.</li> </ul>

	<ul style="list-style-type: none"> <li>● To initiate conversations, attend to and take account of what others say.</li> <li>● To show confidence in asking adults for help.</li> <li>● To become more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>● To be aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>● To be aware of their 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> </ul>	<ul style="list-style-type: none"> <li>● To be able to describe self in positive terms and talk about abilities.</li> <li>● To be confident to speak to others about own needs, wants, interests and opinions</li> <li>● To understand that actions affect other people.</li> <li>● To begin to be able to negotiate and solve problems without aggression.</li> </ul>	<ul style="list-style-type: none"> <li>● To show sensitivity to others' needs and feelings and form positive relationships with adults and other children</li> <li>● To be confident to try new activities and say why they like some activities more than others</li> <li>● To say when they do or don't need help.</li> <li>● To be confident to speak in a familiar group, will talk about their idea, and will choose resources they need for their chosen activities.</li> <li>● To talk about how they and others show feelings, talk about their own and others' behaviours and its consequences and know that some behaviour is unacceptable.</li> <li>● To work as part of a group or class, and understand and follow the rules.</li> <li>● To adjust their behaviour to different situations and take changes of routine in their stride.</li> </ul>
<b>Literacy</b>	<u><b>Reading and Writing</b></u> <ul style="list-style-type: none"> <li>● To enjoy an increasing range of books.</li> <li>● To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>● To know that information can be retrieved from books and computers.</li> <li>● To continue a rhyming string.</li> <li>● To give meaning to the marks they make as they draw, write &amp; paint.</li> <li>● To begin to break down the flow of speech into words.</li> <li>● To link sounds to letters, naming &amp; sounding the letters of the alphabet.</li> </ul>	<u><b>Reading and Writing</b></u> <ul style="list-style-type: none"> <li>● To link sounds to letters, naming &amp; sounding the letters of the alphabet.</li> <li>● To hear and say the initial sound in words. To segment the sound in simple words and blend them together and know which letters represent some of them</li> <li>● To begin to read words and simple sentences.</li> <li>● To segment the sounds in simple words and blend them together.</li> <li>● To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>● To write their own name and other</li> </ul>	<u><b>Reading and Writing</b></u> <ul style="list-style-type: none"> <li>● To read and understand simple sentences.</li> <li>● To use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>● To read some common irregular words.</li> <li>● To demonstrate understanding when talking with others about what they have read</li> <li>● To use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>● To write simple sentences which can be read by themselves and others.</li> <li>● To understand some words are spelt</li> </ul>

		<p>things.</p> <ul style="list-style-type: none"> <li>To attempt to write short sentences in meaningful contexts.</li> </ul>	<p>correctly and others are phonetically plausible.</p>
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<b>Mathematics</b>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>To recognise some numbers of personal significance.</li> <li>To recognise numerals 1 to 5.</li> <li>To count up to 3 or 4 objects by saying one number name for each item.</li> <li>To count actions or objects which cannot be moved.</li> <li>To count out up to 6 objects from a larger group.</li> <li>To select the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>To count an irregular arrangement of up to ten.</li> <li>To find 1 more or 1 less up to 5, then 10 objects.</li> </ul> <p><b><u>Space, shape and measure</u></b></p> <ul style="list-style-type: none"> <li>To order two or three items by length or height.</li> <li>To order two items by weight or capacity.</li> </ul>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>To count objects to 10, and begin to count beyond 10.</li> <li>To estimate how many objects they can see &amp; check by counting them.</li> <li>To use the language of 'more' and 'fewer' to compare 2 sets of objects.</li> <li>To find the total number of items in two groups by counting all of them.</li> <li>To say the number that is one more than a given number.</li> </ul> <p><b><u>Space, shape and measure</u></b></p> <ul style="list-style-type: none"> <li>To use everyday language related to time.</li> <li>To begin to use everyday language related to money.</li> <li>To begin to use the vocabulary involved in adding &amp; subtracting, in practical activities and discussions</li> <li>To record using marks that they can interpret and explain.</li> <li>To order and sequence familiar events.</li> <li>To measure short periods of time in simple ways.</li> </ul>	<p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>To count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number.</li> <li>To use quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer.</li> </ul> <p><b><u>Space, shape and measure</u></b></p> <ul style="list-style-type: none"> <li>To solve problems, including doubling, halving and sharing.</li> <li>To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</li> <li>To recognise, create and describe patterns</li> <li>To explore characteristics of everyday objects and shapes and</li> <li>use mathematical language to describe them.</li> </ul>

<p><b>Understanding of the World</b></p>	<p><b><u>People and Communities, The World and Technology</u></b></p> <ul style="list-style-type: none"> <li>● To show an interest in the lives of people who are familiar to them.</li> <li>● To show interest in different occupations &amp; ways of life.</li> <li>● To notice &amp; discuss patterns around them.</li> <li>● To use words that express opinions, e.g. 'busy', 'quiet', &amp; 'pollution'.</li> <li>● To know that information can be retrieved from computers.</li> <li>● To use ICT hardware to interact with age-appropriate computer software. ● To use ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b><u>People and Communities, The World and Technology</u></b></p> <ul style="list-style-type: none"> <li>● To enjoy joining in with family customs &amp; routines.</li> <li>● To see the ways in which their cultures &amp; beliefs are similar, sharing &amp; discussing practices, resources, celebrations &amp; experiences.(both children and their parents)</li> <li>● To look closely at similarities, patterns &amp; change</li> <li>● To know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>● To respond to carefully framed open-ended questions, such as 'How can we...?' or 'What would happen if...?'</li> <li>● To use ICT hardware to interact with age-appropriate computer software. ● To complete a simple programme on a computer.</li> </ul>	<p><b><u>People and Communities, The World and Technology</u></b></p> <ul style="list-style-type: none"> <li>● To talk about past and present events in their own lives and in the lives of family members.</li> <li>● To know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>● To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>● To know about similarities and differences in relation to places, objects, materials and living things.</li> <li>● To talk about the features of their immediate environment and how environments might vary from one another.</li> <li>● To make observations of animals and plants and explain why some things occur and talk about changes.</li> <li>● To recognise that a range of technology is used in places such as homes and schools.</li> <li>● To select and use technology for a particular purpose.</li> </ul>
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<p><b>Expressive Arts and Design</b></p>	<p><b><u>Exploring using Media and Materials and Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>● To begin to build a repertoire of songs and dances.</li> <li>● To explore the different sounds of instruments.</li> <li>● To explore what happens when they mix colours.</li> <li>● To experiment to create different textures.</li> <li>● To understand that different media can be combined to create new effects.</li> <li>● To play alongside other children who are engaged in the same theme.</li> <li>● To create simple representations of events, people &amp; objects.</li> <li>● To choose particular colours to use for a purpose.</li> <li>● To introduce a storyline or narrative into their play.</li> </ul>	<p><b><u>Exploring using Media and Materials and Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>● To use simple tools &amp; techniques competently &amp; appropriately.</li> <li>● To select appropriate resources &amp; adapt work where necessary.</li> <li>● To manipulate materials to achieve a planned effect.</li> <li>● To construct with a purpose in mind, using a variety of resources.</li> <li>● To select tools &amp; techniques needed to shape, assemble &amp; join materials they are using.</li> <li>● To initiate new combinations of movement &amp; gesture in order to express &amp; respond to feelings, ideas &amp; experiences.</li> <li>● To play cooperatively as part of a group</li> <li>● Develop &amp; act out a narrative.</li> </ul>	<p><b><u>Exploring using Media and Materials and Being Imaginative</u></b></p> <ul style="list-style-type: none"> <li>● To sing songs, make music and dance and experiment with ways of changing them.</li> <li>● To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>● To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul>
<p><b>Music</b></p>	<p><b><u>Singing and dancing</u></b></p> <ul style="list-style-type: none"> <li>● To use their voices by singing songs and speaking chants and rhymes</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 simple, competitive (not encouraged) games and understand the basic rules and aims.</li> <li>● To show control whilst moving in a space with other people.</li> <li>● To demonstrate spatial awareness.</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</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>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</li> <li>● To use their voices by singing songs and speaking chants and rhymes</li> <li>● To understand and complete different obstacle courses.</li> <li>● To listen to instructions and commands (start &amp; stop.)</li> </ul>

<b>Swimming</b>	<p>The following objectives are <b>Stage 1</b> guidelines from Swim England. All students in year reception should working towards (or meeting) the following objectives:</p> <ul style="list-style-type: none"><li>● To enter and exit the water safely.</li><li>● To move forward for a distance of 5 metres, feet may be on or off the floor.</li><li>● To move backwards for a distance of 5 metres, feet may be on or off the floor.</li><li>● To move sideways for a distance of 5 metres, feet may be on or off the floor.</li><li>● To scoop the water and wash the face.</li><li>● To be comfortable with water showered from overhead.</li><li>● To move from a flat floating position on the back and return to standing.</li><li>● To move from a flat floating position on the front and return to standing.</li><li>● To push and glide in a flat position on the front from a wall.</li><li>● To push and glide in a flat position on the back from a wall.</li><li>● To give examples of two pool rules.</li></ul> <p>All Swim England stage guidelines are available to see. Please ask a member of the BSU PE team.</p>		
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<p><b>Mongolian</b></p>	<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> <li>● Understanding and use of words</li> <li>● Occupation</li> <li>● Colors</li> <li>● Shapes and sizes</li> <li>● Understanding sentences and speak in sentences:</li> <li>● Learn to use greetings</li> <li>● Listen to 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 <u>characters</u> 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> <li>● Understanding and use the meaning of words:</li> <li>● Learning the opposite meaning</li> <li>● Learning the approximate meaning</li> <li>● Express the meaning of a sound with movement.</li> <li>● Understanding sentences and speak in sentences:</li> <li>● Learn rhymes</li> <li>● Answer the question.</li> <li>● Express your opinion correctly:</li> <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> <li>● Understanding word meaning and use</li> <li>● Use opposite words</li> <li>● Use similar words</li> <li>● Understanding sentences and speak in sentences:</li> <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>
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