



Britannica International School, Shanghai: Curriculum Overview

Personal, Social and Emotional Development

Can express their own feelings such as sad, happy, cross, scared, worried.

Shows affection and concern for people who are special to them.

Expresses own preferences and interests.

Shows understanding and cooperates with some boundaries and routines.

Communication and language

Identifies action words by pointing to the right pictures

Uses gestures, sometimes with limited talk e.g. reaches toward toy saying 'I have it.'

Holds a conversation, jumping from topic to topic.

Understands who, what and where questions.

Understands simple sentences.

Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.

Physical development

Shows control in holding and using jugs to pour, hammers, books and mark- making tools.

Beginning to use three fingers (tripod grip) to hold writing tools.

Imitates drawing simple shapes such as circles and lines.

Beginning to be independent in self-care, but still often needs adult support.

Mathematics

Recites some number names in sequence.

Begins to make comparisons between quantities.

Creates and experiments with symbols and marks representing ideas of number.



Britannica International School

Spring Term 2019
Pre-Nursery



Topics: On The Farm and Nursery Rhymes

Literacy

Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'

Recognises rhythm in spoken words.

Distinguishes between the different marks they make.

Expressive Arts and Design

Experiments with blocks, colours and marks

Creates sounds by banging, shaking, tapping or blowing

Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

Developing preferences for forms of expression

Uses movement to express feelings.

Mandarin

Children will learn vocabulary relating to their topic through interactive games, dance and song, including Chinese New Year celebrations.

Understanding the World

Learns that they have similarities and differences that connect them to, and distinguish them from, others.

Notices detailed features of objects in their environment

In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.



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Personal, Social and Emotional Development

To show confidence in asking adults for help.
 To become confident when playing with others and to communicate about their home community freely.
 To play in group, extending and elaborating play ideas.
 To begin to accept the needs of others and can take turns and share resources.
 To adapt behaviour to different events and changes in routine.
 To understand that their actions affect others.

Physical development

To communicate their needs such as when they are hungry, thirsty, tired or need the toilet.
 To observe the effects of activity on their bodies.
 To move in a range of different ways, such as hopping, skipping and jumping.
 To control their speed and direction when playing racing and chasing games.
 To draw lines and circles using gross motor movements.
 To use one handed tools and equipment, such as scissors.
 To copy letters from their name

Mathematics

To use some number names accurately in play, i.e. "I have three cars"
 To know that numbers identify how many are in a set.
 To sometimes match numeral and quantity correctly.
 To show curiosity about numbers by offering comments or asking questions.
 To compare two groups of numbers saying when they have the same amount.
 To show an interest in number problems.
 To represent numbers as marks, such as dots, lines and numerals.

Understanding the World

To remember and talk about significant events in their own experience.
 To comment and ask questions about aspects of their familiar world.
 To talk about some of things they have observed.
 To know that information can be retrieved from computers.
 To show an interest in technological toys.

Literacy

To have some favourite stories, rhymes, songs, poems or jingles.
 To repeat words or phrases from familiar stories.
 To join in with the repeated refrains in the story.
 To sequence parts of a short story
 To be aware of how stories are structured
 To show an awareness of rhyme and alliteration.



Britannica International School

Spring Term 2019

Nursery

Topics this term:

Traditional Tales and Rhyming



Mandarin

Children will learn about Chinese New Year and what people do to celebrate it. To understand that Chinese New Year is the most important festival in China, and is known as Spring festival as a celebration for the coming of the Spring. They will learn about the importance of the colour red and fire crackers. They will learn Chinese New Year greetings and understand the meaning. Children will also do some interesting activities to celebrate Chinese New Year.

Physical Education (PE)

This term the students will be working on gymnastics and physical development. In Gymnastics we will aim to improve the students balance agility and coordination through a variety of gymnastic activities. The focus of physical development will be on developing their fundamental movement skills such as running, jumping, hopping and skipping as well as their object control skills such as throwing, catching kicking and rolling.

Communication and language

To use single-word and two-word utterances to convey simple and more complex messages.
 To understand simple sentences i.e. "it's story time now"
 To join in with repeated refrains and anticipate key events and phrases in rhymes and stories i.e. "run run as fast as you can you can't catch me I'm the gingerbread man!"
 To begin to understand why and how questions.
 To build up vocabulary that reflects the breadth of their experiences.
 To learn new words rapidly and to use them in communicating about matters which interest them.

Expressive Arts and Design

To tap out simple repeated rhythms.
 To engage in imaginative play based on first hand experiences.
 To build stories around toys.
 To use available resources to create props to support role play
 To use various construction materials.
 To explore colour by mixing and creating.



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Personal, Social and Emotional Development

Explains own knowledge and understanding, and asks appropriate questions of others.

Takes steps to resolve conflicts with other children, e.g. finding a compromise.

Can describe self in positive terms and talk about abilities.

Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

Children are confident to try new activities, and say why they like some activities more than others.

Literacy

Begins to read words and simple sentences.

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Knows that information can be retrieved from books and computers.

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Can segment the sounds in simple words and blend them together.

Attempts to write short sentences in meaningful contexts.

Begins to break the flow of speech into words.

Mathematics

Children count reliably with numbers from one to 20

Counts an irregular arrangement of up to ten objects.

Estimates how many objects they can see and checks by counting them.

Finds the total number of items in two groups by counting all of them.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Records, using marks that they can interpret and explain.

Begins to identify own mathematical problems based on own interests and fascinations.

Can describe their relative position such as 'behind' or 'next to'.

Orders two items by weight or capacity.

Uses everyday language related to time.

Measures short periods of time in simple ways.

Understanding the World

Uses ICT hardware to interact with age-appropriate computer software.

They talk about the features of their own immediate environment and how environments might vary from one another.

Children know about similarities and differences in relation to places, objects, materials and living things.

Physical development

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Eats a healthy range of foodstuffs and understands need for variety in food.

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Music

Children will build on their skills from Autumn term on instruments, singing, beats, tempo and rhythm through activities that relate to the class topic.

Mandarin

Children will know about the Chinese New Year and what people do to celebrate it. Understand Chinese New Year is the most important festival in China, and is known as Spring festival as a celebration for the coming of the Spring. They will learn about the tale of the monster "Nian" in Chinese culture, and how it is related to the traditions of using red colour and fire crackers in Chinese New Year celebration. Say Chinese New Year greetings and understand the meaning. Children will also do some interesting activities to celebrate Chinese New Year.



Britannica International School

Spring Term 2019

Reception

Topics this term:

Dinosaurs and Julia Donaldson



Communication and language

Children listen attentively in a range of situations.

Able to follow a story without pictures or props.

Listens and responds to ideas expressed by others in conversation or discussion.

Uses language to imagine and recreate roles and experiences in play situations.

Links statements and sticks to a main theme or intention.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Physical Education (PE)

This term the students will be working on gymnastics and physical development. In Gymnastics we will aim to improve the students balance agility and coordination through a variety of activities which build on the child's previous experiences. The focus of physical development will be on developing their fundamental movement skills such as running, jumping, hopping and skipping as well as their object control skills such as throwing, catching kicking and rolling. Learning these skills will be essential for the students to take part in year one games curriculum.

Expressive Arts and Design

Manipulates materials to achieve a planned effect.

Uses simple tools and techniques competently and appropriately.

Selects appropriate resources and adapts work where necessary.

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Introduces a storyline or narrative into their play.

Plays alongside other children who are engaged in the same theme.