

## Mathematics

- .Recognise numbers 1-20 and chant them in order
- .Count how many in a set up to 10
- .Begin to write numerals up to 10
- .Estimate a set of objects up to 10
- .Begin to use language of more/fewer to compare sets of objects
- .Say one more/less than a given number up to 10
- .Number pairs up to 5
- .Name, describe and compare 2D shapes
- .Use language of position to describe a location or move an object

## Expressive Arts and Design

- .Safely use and explore a variety of materials, tools and techniques to represent themselves , their families, their emotions and feelings, the surrounding environment and the planet Earth
- .Share their creations, explaining the process they have used
- .Listen attentively, sing in a group, move to music, expressing their feelings and responses
- .Explore and engage in music making and dance

## Literacy

- .Letters and Sounds: Phase 2 and 3
- .Individual letter sounds: s a t p i n m d g o c k e u r h b l f j v w x y z z z qu
- .Begin to blend and segment CVC words
- .Begin to recognise tricky words and high frequency words
- . Reading scheme: wordless books
- .Write their name independently, using lower case and capital letters appropriately



## **The British International School of Brussels**

### **Reception**

#### **Topic Summary**

**A1: We are all different and  
unique A2: Our precious planet**

#### **Earth**



### Understanding of the World

- .Talk about members of their immediate family and community and discuss similarities and differences between cultural communities
- .Explore the natural world around them. Describe what they see, hear and feel whilst outside
- .Understand the effect of changing seasons on the natural world around them
- .Find out and explore different ways of taking care of the environment. Learn about sorting and recycling

## Communication and Language

- .Understand how to listen carefully and why listening is important
- .Learn new vocabulary and use it in different situations throughout the day
- .Describe events and retell personal experience in some detail
- .Engage in story times and talk about what was read
- .Participate in small group, class and one-to-one discussions, offering their own ideas

## Physical Education

- .Gross motor skills: develop confidence, coordination and control when walking, running, jumping, skipping, climbing, hopping, rolling
- .Fine motor skills: develop confidence and safety when using small tools like pencils, scissors, paintbrushes, beads, tweezers
- .Develop an effective pencil grip

## Personal, Social and Emotional Development

- .See themselves as a valuable individual
- .Show an understanding of their own feelings and those of others
- .Adjust to classroom routines, moving around independently and managing their own needs, going to the toilet and putting on/taking off jumpers, coats and shoes independently
- .Begin to form positive attachments to adults and to build respectful friendships with peers