



BUDAPEST BRITISH
INTERNATIONAL ACADEMY

Budapest British International Academy

Term Planner 2025-2026

Reception Class





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Subject:	Literacy	Year:	Reception class
Course aim:	<p>Our Reception class English course lays the foundation for a lifelong love of language and literacy. Through playful and interactive activities, children are introduced to the basics of reading, writing, speaking, and listening. They begin to recognize sounds, letters, and simple words, enjoying stories, rhymes, and songs that spark their imagination. Early writing skills are developed as they experiment with mark-making and form their first words. Speaking and listening are nurtured through group discussions, role play, and storytelling, fostering confidence and self-expression. This course emphasises curiosity, exploration, and the joy of discovery. By the end of Reception, children have developed an early understanding of language, an eagerness to explore books, and the confidence to communicate their ideas, setting the stage for future learning and engagement in the world around them.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	<p align="center">Jolly Phonics</p> <p align="center">SATPIN Sounds</p> <p align="center">The cat in the hat</p> <p align="center">Pencil Control</p>	<ol style="list-style-type: none"> 1. Reception pupils should be able to accurately recognize and pronounce basic letter sounds, blending these sounds to begin reading simple words. They will apply phonics rules and strategies to support early reading and spelling skills. 2. Identify and produce the initial letter sounds of the alphabet (s, a, t, p, i, n). They will understand the connection between letters and sounds. 3. Explore the themes of the story, engage with the characters, setting, and plot, and begin making simple connections and interpretations. Through this, they will develop an appreciation for storytelling and narrative structure. 4. Develop fine motor skills necessary for proper pencil control. They will practise correct grip and technique, improving their ability to form letters neatly and legibly. With support, they will begin forming letters from A to Z consistently in print handwriting. 5. Understand and engage in basic conversations, follow simple instructions, and actively participate in group activities. This will enhance their listening and speaking skills. 6. Students will cultivate a love for reading by exploring picture books, using visual cues and simple words to grasp the meaning of text. They will continue to develop phonics skills, recognizing and distinguishing between different letter sounds.
Term 1 Part 2	<p align="center">Introducing new letter sounds</p> <p align="center">Fairy tales</p> <p align="center">Improve fine motor skills</p>	<ol style="list-style-type: none"> 1. Reinforce recognition, pronunciation, and blending of SATPIN sounds. 2. Introduce new sounds through Jolly Phonics songs, actions, and visuals (C, K, E, H, R, M, D). 3. Develop comprehension and analytical skills by exploring classic fairy tales and understanding story elements. 4. Practice tracing and writing individual letters on lined paper, focusing on correct start points and directionality.



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Term 2 Part 1	Introducing new letter sounds Classic Fairy Tales Name writing	<ol style="list-style-type: none">1. Introduce new sounds through Jolly Phonics songs, actions, and visuals (b, f, g , j, l, o)2. Be familiar with classic fairy tales, their traditional storylines, and their cultural significance.3. We will practise writing our names by forming each letter carefully. This will help us become more familiar with the alphabet and build confidence in writing.4. Effectively use descriptive language to vividly portray people, places, objects, or events.5. Be able to with independence engage in longer and more complex conversations, express opinions, and use appropriate communication techniques.6. Demonstrate independence in forming letters correctly.7. Demonstrate a basic understanding of the text. Engage with age-appropriate texts, make predictions, and identify main ideas and supporting details.
Term 2 Part 2	Introducing new letter sounds Non-Fiction stories Practice blending techniques	<ol style="list-style-type: none">1. Practice blending individual sounds to form simple words, laying the foundation for early reading skills.2. Introduce new sounds through Jolly Phonics songs, actions, and visuals (q,u,v).3. Read simple non-fiction books. Discuss key facts and features of non-fiction texts, such as photographs and captions.4. Introduce non-fiction texts, helping children understand the difference between fiction and non-fiction, and explore real-world topics.5. Review and consolidate the skills learned, focusing on blending sounds and understanding non-fiction texts.6. Guide students in creating a simple non-fiction page about a topic they are interested in, ("My Favourite Animal"), using drawing and simple labelling.
Term3	Phonics Vocabulary Simple stories Sight words	<ol style="list-style-type: none">1. Introduce new sounds through Jolly Phonics songs, actions, and visuals (w,x,y,z).2. Review all Phase 2 and Phase 3 phonemes taught in previous terms.3. Continue to learn how to recognize and blend letter sounds to form simple words.4. Refine their handwriting skills, ensuring consistent letter size, spacing and alignment.5. Identify and pronounce digraphs, which are pairs of letters that represent a single sound (e.g., "sh," "ch," "th").6. We will expand our vocabulary every day, expanding our vocabulary and understanding their meanings. These words will help us describe things around us and use them in sentences.7. We will read simple stories together, learning how stories are structured. We will also practise retelling these stories, which will help improve our reading comprehension skills.8. Introduction to sight words.



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Subject:	Maths	Year:	Reception class
Course aim:	<p>The Reception Maths course aims to introduce pupils to foundational mathematical concepts in a fun and engaging way. Children will focus on developing number sense, including counting, recognizing, and writing numbers up to 20. They will begin to understand simple addition and subtraction through hands-on activities and games. Pupils will also explore basic shapes, learning to recognize and name common 2D shapes such as circles, squares, and triangles. They will investigate simple patterns and practice sorting objects by size, shape, or colour. The course introduces basic measurement concepts, such as comparing lengths and sizes. By the end of Reception, children will have developed a strong understanding of numbers and shapes, ready to continue their mathematical journey in Year 1.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Place value (within 10) Number writing up to 5 2D Shapes Less and more	<ol style="list-style-type: none"> 1. Be able to visually recognise and name numbers from 1 to 10 accurately. 2. Form numbers up to 5 by writing and forming numbers correctly, ensuring proper number formation and alignment. 3. Count and sequence both forwards and backwards from any given number within the range of 1 to 5. 4. Develop an understanding of the quantity represented by each number within the range of 1 to 5. They will learn to associate numbers with their corresponding quantities and recognise the value of each number. 5. Know about the properties of common 2D shapes, such as squares, circles, triangles. 6. Develop a basic understanding of less and more.
Term 1 Part 2	Patterns Match, sort and compare Directions	<ol style="list-style-type: none"> 1. Explore patterns using colours 2. Children will explore patterns by identifying, copying, and creating simple repeating patterns, such as alternating colours or shapes. 3. Develop an awareness of patterns in their everyday surroundings, such as patterns in clothing, patterns in nature, or patterns in daily routines. They will learn to observe and describe these patterns. 4. Pupils will learn to match, sort, and compare objects based on size, shape, and colour, helping them to develop early classification skills.



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		Pupils will begin to understand directions by using positional language like "in front," "behind," "next to," and "above" to describe the location of objects.
Term 2 Part 1	Place Value (Within 10) More and fewer One more than Complex patterns	<ol style="list-style-type: none"> Continue counting forwards and backwards beyond 10 Recognizing and beginning to write numbers up to 20. Being able to compare two sets of objects and find one more and one less than a given number. Identify and create more complex repeating patterns (such as ABC or AABB patterns).
Term 2 Part 2	Place Value (Within 20) Counting on Simple Addition and subtraction	<ol style="list-style-type: none"> Extend number identification, recognition, and formation up to 20. Students will further develop their understanding of numbers and be able to identify, recognise, and form numbers up to 20 with confidence. Being able to count on from a given number Simple Calculations: Solve simple addition and subtraction problems using numbers up to 10, often with objects or visual aids.
Term 3	Introduction to simple skip counting Time Problem solving and reasoning Positional language Addition and subtraction	<ol style="list-style-type: none"> Counting in 2's, 5's & 10's. Begin to understand and use time-related vocabulary such as "yesterday," "today," "tomorrow," and "o'clock. Pupils begin to use reasoning skills to solve simple mathematical problems, such as comparing numbers or predicting what comes next in a sequence. Apply positional language and follow more complex directions (e.g., "move forward three steps, turn left, and place the object on the table"). Solve addition and subtraction problems in real-life contexts, using objects or drawings to represent the problem. 6. Begin understanding the concept of doubling and halving numbers within 10.



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Subject:	Science	Year:	Reception class
Course aim:	<p>The aim of science education is to foster curiosity and exploration of the natural world. Students develop basic scientific inquiry skills, such as observation, prediction, and investigation, through hands-on experiments and activities. They begin to understand key scientific concepts related to living things, materials, and physical processes in their environment. Science education in Reception class also aims to promote critical thinking and communication skills, laying the foundation for future scientific inquiry and understanding. Through engaging experiences, students develop a lifelong appreciation for the wonders of science and the importance of evidence-based reasoning.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	The Human Body Seasonal Changes	<ol style="list-style-type: none"> 1. Identify and name basic body parts, including the head, arms, legs, hands, and feet 2. Explore senses such as sight, hearing, taste, and touch, understanding how these senses help them interact with the world. 3. Develop an awareness of healthy habits such as exercise, nutrition, and personal hygiene. 4. Learn about the four seasons - spring, summer, autumn, and winter 5. How each season affects the environment, animals, and plants differently. 6. Develop an understanding of the characteristics of each season, such as changes in temperature, daylight hours, and types of clothing needed. 7. Investigate how seasonal changes impact their daily lives, including activities they can do during each season and how humans and animals adapt to seasonal variations. 8. Comprehend the cyclical nature of seasons and the importance of conservation and caring for the environment to support seasonal biodiversity.
Term 1 Part 2	Materials Seasonal Changes	<ol style="list-style-type: none"> 1. Explore different materials and their properties such as wood, metal, plastic, and fabric, and learning about their characteristics, uses 2. Through experiments and observations, they develop an understanding of concepts such as hardness, flexibility, transparency, and conductivity 3. Explore how materials can change through processes like cutting, bending, stretching, and mixing. 4. The importance of recycling and sustainability, considering the environmental impact of different materials and ways to reduce waste. 5. Practice kindness, empathy, and respect towards others, regardless of their physical appearance or abilities.



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<p>Term 2 Part 1</p>	<p>Planting Animals</p>	<ol style="list-style-type: none"> 1. Life Cycle of plants through hands-on planting activities. 2. Through planting seeds and observing plant growth, students develop an understanding of the different stages in a plant's life cycle, from seed germination to flowering and fruiting. 3. Studying a variety of animals, from pets to wild animals, they learn about different habitats and adaptations. 4. Investigate animal life cycles, including birth, growth, reproduction, and death, fostering an understanding of the concept of lifecycles. 5. Explore the importance of animal conservation and understanding the impact of human activities on animal habitats.
<p>Term 2 Part 2</p>	<p>Caring for the Planet Planting Seasonal Changes</p>	<ol style="list-style-type: none"> 1. Understand the importance of caring for the planet by learning simple actions like recycling, conserving energy, and appreciating nature 2. Understanding of the importance of clothing, food, and shelter adaptations in different seasons. 3. Explore the role of pollinators such as bees and butterflies in plant reproduction and ecosystem health. 4. Investigate the diversity of plants, including trees, flowers, fruits, and vegetables, and their importance to humans and the environment
<p>Term 3</p>	<p>Plants Planting Growing and Cooking Seasonal Changes</p>	<ol style="list-style-type: none"> 1. Parts of the plants by learning about their basic needs, life cycles, and importance in our environment. 2. planting seeds, observing plant growth, and caring for plants, they develop an understanding of how plants contribute to our lives and ecosystems. 3. investigate different types of plants, such as flowers, trees, and vegetables, fostering an appreciation for the diversity of plant life. 4. learn about the journey of food from seed to table 5. explore planting and nurturing vegetables and herbs, discovering the process of growth and harvest 6. Through hands-on cooking activities using ingredients they've grown; children develop skills in food preparation and learn about the importance of healthy eating. 7. Understanding how different seasons affect animal behaviour and migration patterns.



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Subject:	Topic	Year:	Reception class
Course aim:	<p>The aim of Topics taught in Reception class is to provide a solid foundation for children's learning and development. The Topics encompass a diverse array of units that explore various aspects of our surroundings, the global community, and the individuals within it. Students gain knowledge and understanding of their immediate environment, the interconnectedness of the world, and the diverse characteristics and experiences of people. By delving into these units, students develop a comprehensive perspective and engage in meaningful learning experiences that foster their cognitive, social, and emotional growth.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	<p>All About Me</p> <p>Supertato</p> <p>My body</p>	<ol style="list-style-type: none"> 1. Introduce themselves confidently to their peers, identify common interests among their classmates 2. Appreciate the uniqueness of each individual 3. Understand the concept of a superhero, identify the characteristics of a hero, and explore imaginative storytelling.
Term 1 Part 2	<p>We are all different</p> <p>My family</p>	<ol style="list-style-type: none"> 1. Appreciate the uniqueness of each individual 2. We talk about different families all around the world.
Term 2 Part 1	<p>Dinosaurs</p> <p>Transport and Travelling</p>	<ol style="list-style-type: none"> 1. Explore prehistoric times when dinosaurs lived on planet earth. 2. Learn about the types of dinosaurs that existed and name them. Learn vocabulary related to the dinosaur's bodies and look at dinosaur fossils. 3. Knowledge of various modes of transport, such as cars, trains, planes, and boats, and understanding their purposes and characteristics 4. Develop an awareness of different transportation options and their roles in everyday life and travel.



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Term 2 Part 2	Classic Tales Oceans and Seas	<ol style="list-style-type: none">1. Gain knowledge about main characters in classical stories. Role of a storyteller. Protagonist and antagonist in a story. Get familiar with the concept of role play and puppetry.2. Gain knowledge about marine life and wild life, ocean exploration, and habitats.3. Cultivate an understanding of marine ecosystems and the significance of safeguarding and conserving the oceans.
Term 3	Introduction to Space Around the World	<ol style="list-style-type: none">1. Gain knowledge about the solar system, planets, stars, and basic concepts of space exploration.2. Demonstrate knowledge of different countries, cultures, landmarks, and basic geographical concepts.



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Subject:	Art & Crafts	Year:	Reception class
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Course aim:	<p>Fostering creativity, self-expression, and appreciation for various forms of artistic expression are the significant objectives of the art and crafts course in Reception class. Students will engage in a wide range of artistic activities, including drawing, painting, collage, sculpture, and crafts. They will explore different art techniques, materials, and tools, developing fine motor skills and spatial awareness. Through hands-on experiences, they will learn about colour, shape, texture, and composition. The course aims to cultivate imagination, confidence, and the ability to communicate ideas visually. It also encourages students to appreciate and respect diverse artistic styles and traditions, nurturing a lifelong love for the arts.</p>
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TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Drawing	<ol style="list-style-type: none"> 1. Explore with a variety of media; pencils, rubbers, crayons, pastels, felt tips, ballpoints, chalk 2. Control the types of marks made with the range of media, for example, drawing lines, and dots of different thicknesses. 3. Name, match and draw lines/marks from observations.
Term 1 Part 2	Painting	<ol style="list-style-type: none"> 1. Use a variety of tools and techniques including different brush sizes and types 2. Identify primary colours by name. 3. Engage in artistic exploration using watercolours and tempera paint
Term 2 Part 1	Expressive	<ol style="list-style-type: none"> 5. Utilise drawing, painting, and sculpture as mediums to foster the development and expression of their ideas, experiences, and imagination. 6. Provide a comprehensive explanation of the artistic process and its components. 7. Recognise and describe some simple characteristics of different kinds of art, craft and design.
Term 2 Part 2	Crafts	<ol style="list-style-type: none"> 1. Engage in group activities, and develop their confidence and communication skills through creative projects. 2. Fold, crumple, tear and overlap papers 3. Demonstrate enhanced precision, dexterity, and creativity through the safe utilisation of cutting tools in artistic projects. 4. Creative and hands-on craft activities to foster artistic expression and imaginative thinking.



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Term 3

Motor Skills

1. Exhibit enhanced fine motor skills and precise control when engaging in artistic activities.
2. Demonstrate basic art techniques and explore different materials and mediums



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Subject:	Music	Year:	Reception class
Course aim:	<p>The aim of the Key Stage 1 school music course is to introduce students to the world of music, foster a love for music, and develop their musical skills, knowledge and understanding. Through engaging and interactive activities, students will explore various aspects of rhythm, melody, pitch, dynamics, and different musical instruments. They will have opportunities to listen, perform, create and respond to a wide range of music from different cultures and genres. By providing a well-rounded music education, this course aims to cultivate students' appreciation for music, nurture their musical talents and lay the foundation for further exploration and growth in their musical journey.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Introduction to Music	<ol style="list-style-type: none"> 1. Gain an introduction to basic musical notation and note values. 2. Explore different genres of music and instrumentation. 3. Understand the concept of rhythm and clapping to a beat. 4. Identify instruments used in various genres of music. 5. Listen to and discuss different genres and express personal opinions. 6. Be able to work together as a team to complete rhythmic exercises.
Term 1 Part 2	Music Fundamentals	<ol style="list-style-type: none"> 1. Identify and explore different sounds in the environment. 2. Differentiate between music and non-musical sounds. 3. Understand basic musical elements like rhythm and melody. 4. Develop basic listening skills. 5. Recognise and reproduce simple rhythmic patterns. 6. Understand and perform primary note values (whole, half, quarter notes).
Term 2 Part 1	Dynamics and Rhythm.	<ol style="list-style-type: none"> 1. Develop their aural skills by listening to various tempos. 2. Clap or play along to simple rhythms using body percussion and percussion instruments. 3. Recognise and reproduce simple rhythmic patterns. 4. Understand and demonstrate basic dynamics (loud, soft).
Term 2 Part 2	Music Fundamentals 2	<ol style="list-style-type: none"> 1. Be able to sing simple songs with accurate pitch and rhythm. 2. Recognise and perform simple melodic patterns. 3. Identify high and low pitches in music. 4. Begin to familiarise themselves with a musical stave. 5. Be able to make musical instruments out of recycled materials. 6. Explore the different structures of a song.



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Term 3

**Music and the Wider
World.**

1. Recognise and explore different cultures through a musical lens.
2. Identify various musical instruments by their sound and characteristics, as well as their historical background.
3. Recognise key features of music from specific cultures (e.g., African drumming, Indian sitar).
4. Identify and discuss emotions and moods conveyed through music.
5. Develop confidence in participating in group performances.



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Subject:	Personal, Social, Health and Economic Education (PSHE)	Year:	Reception class
Course aim:	<p>The PSHE course in reception class serves as the basic building blocks for the PSHE UK curriculum. It is studied in great depth in order to shape and holistically develop students. It cultivates a comprehensive understanding of the interconnected nature of physical, mental, and emotional well-being. Through age-appropriate activities and discussions, the objective is to promote healthy habits, develop self-awareness, and nurture positive emotional and social skills. Students learn about the importance of nutrition, exercise, hygiene, and rest for their physical well-being. They explore strategies to manage their emotions, build resilience, and develop a positive mental and emotional well-being mindset. By empowering students with skills, knowledge and information about themselves and the complex world around them.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	Health and Wellbeing- What helps us stay healthy?	<ol style="list-style-type: none"> 1. Understand what being healthy means. 2. Know who helps them to stay healthy (e.g. parent, dentist, doctor). 3. Understand that things people put into or onto their bodies can affect how they feel e.g. healthy foods are good for energy and brain power. 4. Understand how medicines and vitamins can help people stay healthy and that some people need to take medicines every day to stay healthy. 5. Understand why hygiene is important and how simple hygiene routines can stop germs from being passed on 6. Discuss what they can do to take care of themselves on a daily basis e.g. brushing teeth and hair, hand washing.
Term 1 Part 2	Health and Wellbeing- Who helps us stay safe?	<ol style="list-style-type: none"> 1. Recognise that people have different roles in the community to help them (and others) keep safe. 2. Name and explain who can help them in different places and situations; how to attract someone's attention or ask for help, what to say? Etc. (Including Online) 3. Know how to respond safely to adults they don't know (including online). 4. Know what to do if they feel unsafe or worried for themselves or others, and the importance of keeping on asking for support until they are heard.
Term 2 Part 1	Living in the wider world- How do we feel?	<ol style="list-style-type: none"> 1. Understand what money is and that money comes in different forms. 2. Know how money is obtained (e.g. earned, won, borrowed, presents). 3. Know how people make choices about what to do with money including spending and saving. 4. Recognise the difference between needs and wants. 5. Know that people may not always be able to have the things they want.



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		<ol style="list-style-type: none">6. Understand how to keep money safe and the different ways of doing this.
Term 2 Part 2	Living in the Wider World- How can we look after each other and the world?	<ol style="list-style-type: none">1. Understand how kind and unkind behaviour can affect others.2. Know how to be polite and courteous.3. Know how to play and work co-operatively.4. Understand the responsibilities they have in and out of the classroom.5. Know how people and animals need to be looked after and cared for.6. Understand what can harm the local and global environment.7. Discuss how they and others can help care for it8. Know how people grow and change and how people's needs change as they grow from young to old.9. how to manage change when moving to a new class/year group.
Term 3	Relationships and SRE- Who are the people who care for me? How are girls and boys similar?	<ol style="list-style-type: none">1. Identify the important relationships in my life and those that provide love.2. Describe a family and understand that all families are special and different.3. Recognise the different ways our special people care for us and how we can care for them in return.4. Identify similarities and differences in people.5. Recognise that we are all equal and that it is acceptable to be different.6. Respect and value difference this7. Describe similarities and differences between ourselves and others.8. Name the main parts of the body.9. Name body parts including male and female genitalia.



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Subject:	PE	Year:	Reception class
Course aim:	<p>The aim of the BBIA Physical Education (PE) course is to introduce students to the fundamental principles of physical fitness, health, and well-being. Through a variety of activities and exercises, the course aims to foster a positive attitude towards physical activity and promote the development of basic motor skills, coordination, and teamwork. Students have the opportunity to engage in a range of sports and physical exercises, allowing them to explore their physical capabilities and understand the importance of leading an active lifestyle. Overall, the aim of the PE course is to lay a solid foundation for a lifetime of physical activity and encourage students to adopt healthy habits that contribute to their overall well-being.</p>		

TERM	TOPIC	BY THE COMPLETION OF THE COURSE, THE STUDENTS SHOULD
Term 1 Part 1	<p align="center">Basic Movement</p> <p align="center">Following Direction</p> <p align="center">Jump Rope</p>	<ol style="list-style-type: none"> 1. Practise basic movements like jumping, hopping, clapping, and stretching during a game of 'Simon Says'. They should be able to follow directions as the teacher gives instructions such as "Simon says jump up and down" and students follow the actions. 2. Follow the assigned animal and imitate the movements of that animal, such as crawling like a bear, hopping like a frog, or wriggling like a snake. This helps to develop basic coordination and body awareness. 3. Successfully balance bean bags on different parts of their bodies, such as their heads, shoulders, or hands. Using a range of motions like walking, hopping, or skipping while keeping the bean bag balanced, to develop balance and control. 4. Perform basic jump rope skills such as single jumps, hopping on one foot, and side-to-side jumps. They should have developed coordination and rhythm while jumping rope.
Term 1 Part 2	<p align="center">Regulation Awareness</p> <p align="center">Playground Games</p> <p align="center">Football</p>	<ol style="list-style-type: none"> 1. Demonstrate breath awareness and regulation, through activities like 'Breathing Buddies', students should have developed the ability to take slow, deep breaths and regulate their breathing. They should be able to use these techniques to promote relaxation, reduce stress, and improve focus and concentration. 2. Understand the impact of physical activity on body temperature. They should be able to identify whether they feel warm or cool after different types and intensities of exercise and understand the importance of regulating this. 3. Be able to participate in playground games like: Duck, Duck, Goose, various tag games and hoop games, in order to learn how to play with others. They should be able to follow the steps, understand the rule of the game and apply learned skills during daily outdoor playtime. 4. Demonstrate basic dribbling skills in football, including maintaining close control of the ball while moving around obstacles in a designated course. They should also show the ability to pass the ball accurately using inside-of-the-foot passes in partner activities. Additionally, they should have a basic understanding of football game rules, such as staying inside boundaries and not using their hands, while displaying fair play and sportsmanship.



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<p>Term 2 Part 1</p>	<p>Athletics Handball Yoga</p>	<ol style="list-style-type: none"> 1. Demonstrate basic running skills, including the ability to run short distances with proper form and technique. They should also display basic jumping and throwing abilities, such as jumping off two feet and throwing lightweight objects with control and accuracy. Furthermore, they should show an understanding of basic athletics concepts, such as starting and finishing lines, and exhibit enthusiasm for participating in athletic activities. 2. Demonstrate basic handball skills, including the ability to catch and throw a ball with both hands. They should also understand the basic rules of the game, such as the concept of dribbling and the objective of scoring goals. Additionally, they should exhibit teamwork and cooperation while engaging in handball activities. 3. Be able to hold basic yoga poses and movements, such as Mountain Pose, Forward Fold, and Child's Pose. They should understand the importance of breathing and be able to practise simple breathing exercises.
<p>Term 2 Part 2</p>	<p>Circuit Training Aerobics Dance</p>	<ol style="list-style-type: none"> 1. Use visuals to engage in simple circuit training exercises such as jumping jacks, squats, push-ups, and lunges. Students should actively seek support visual diagrams to help follow the correct form and technique for each exercise. Students should rotate between stations once given time to do so and perform a set number of repetitions at each station. 2. Engage in basic aerobic exercises, such as jumping jacks, marching in place, and simple dance movements, while following a rhythm or music. 3. Engage in fun dance games and activities to explore basic movement and develop rhythm, body awareness, and coordination. 4. Participate in the school sports day to show off various skills and developments made in PE. They should display basic motor skills and coordination through participation in various fun and inclusive sports activities. They should approach the day with a positive attitude towards physical activity, emphasising the importance of fair play, teamwork, and good sportsmanship.
<p>Term 3</p>	<p>Badminton Sports Day</p>	<ol style="list-style-type: none"> 1. Demonstrate fundamental skills of running, dodging, and passing in tag rugby games, showing fair play, teamwork, and sportsmanship. 2. Demonstrate basic hand-eye coordination by consistently hitting the shuttlecock with the racket, showing improvement in control and accuracy. 3. Participate in the school sports day to show off various skills and developments made in PE. They should display basic motor skills and coordination through participation in various fun and inclusive sports activities. They should approach the day with a positive attitude towards physical activity, emphasising the importance of fair play, teamwork, and good sportsmanship.



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The Reception year curriculum is tailored and adapted to meet the specific needs of our international school community. By employing a variety of resources, we ensure a well-rounded and comprehensive curriculum that caters to all learners. As such our term planner is subject to change based on the interests of the children and progression of the academic year. Our approach includes utilising educational websites and drawing on influential educational sources. These resources provide a wealth of engaging materials, interactive activities, and valuable assessments to enhance student learning. We strive to create an interactive and dynamic learning environment that fosters critical thinking, creativity, and holistic development. Through this blended approach, we deliver a globally-relevant and rigorous education that prepares our students for success in an ever-changing world.

Below are just some of the core resources used in the reception class:

Sources		
Subject	Primary source	Additional sources
English	Authentic Texts Twinkl	Jolly Phonics Oxford reading and writing Hamilton Trust
Maths	White Rose Math Programme	Twinkl
Topic	Twinkl	Hamilton Trust
Science	White Rose Science Programme	Twinkl
Health and Well-being	Twinkl	