

Curriculum Overview - Reception

Subject: English



Topics

Beginning to retell stories.

- Retell stories related to events through acting/role play.
- Retelling stories using images / apps.
- Sequence story – use vocabulary of beginning, middle and end.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Enjoys an increasing range of books.
- Story Maps.
- Actions to retell the story.
- Read a few common exception words matched to Phase 2.
- Writing messages.
- Writing Names and Labels.
- Labelling using initial sounds or CVC.
- Story scribing.
- Practising correct letter formation.
- Writing initial sounds and simple captions of CVC Phase groups.
- 'Hold and write a sentence' - pretend writing.



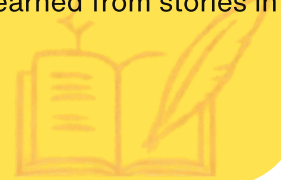
What KSU will we gain?

- Knowledge (K): Understand the structure and language of stories, including characters, settings, and events.
- Skills (S): Develop fine motor skills through mark making, writing names, and correct letter formation using a tripod grip.
- Understanding (U): Comprehend the relationship between letters and sounds, including recognizing initial sounds and how marks (writing) convey meaning.



What Excellence Looks Like

- Ability to confidently engage in extended conversations about a variety of stories.
- Accurately use initial sounds to label drawings and characters independently.
- Correct and consistent use of a tripod grip for writing and mark-making.
- Clear, recognizable letter formation with increasing fluency.
- Ability to retell stories using both words and illustrations, showing comprehension.
- Active participation in rhymes, showing a strong understanding of repeated refrains.
- Enthusiastic and independent use of vocabulary learned from stories in context.



HOW WE WILL BE ASSESSED

Phonics assessment, Work samples, Individual observation



Curriculum Overview - Reception

Subject: Maths



Topics

- Circles and Triangles
- 1,2,3,4,5
- Shapes with 4 sides
- Alive in 5



What KSU will we gain?

- K- Students recognize and name common shapes: circle, triangle, square, rectangle.
- Students understand the properties of shapes (e.g., triangles have 3 sides, squares have 4 equal sides).
- Students identify everyday objects that match these shapes.
- Students learn numbers 1–5, focusing on 4 and 5 — to subitise, represent, and find 1 more/1 less.
- S- Students sort and classify shapes.
- Students represent numbers in different ways (using objects, drawings, or numerals).
- Students create and identify shapes using hands-on materials.
- Students apply counting and shape recognition skills during daily routines, games, and activities
- U- Students understand that shapes can be sorted and described by their properties.
- Students understand that numbers represent quantities and can be made in different ways.
- Students connect their understanding of numbers and shapes to real-life situations.



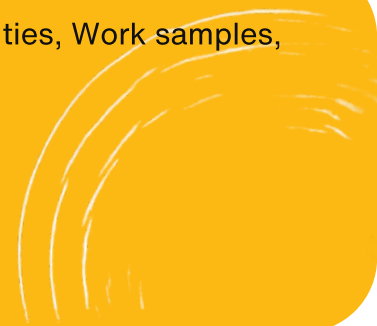
What Excellence Looks Like

- Students confidently recognize, name, and describe a variety of 2D shapes (circle, triangle, square, rectangle) and explain their properties using correct vocabulary (sides, corners).
- Students independently identify shapes in their environment and use them to create new patterns or pictures.
- Students fluently subitise and represent numbers 1–5 in multiple ways (objects, fingers, drawings, ten frames).
- Students show strong number sense, quickly identifying one more or one less than a given number without support.
- Students accurately compose and decompose numbers within 5 and can explain their thinking (e.g., “3 and 2 make 5”).
- Students demonstrate curiosity and confidence during hands-on tasks, showing independence in sorting, counting, and reasoning about shapes and numbers.



HOW WE WILL BE ASSESSED

End of block checkpoint, Practical activities, Work samples, Individual observation



Curriculum Overview - Reception

Subject: IEYC



Topics

- Unit: This is Me !
- How are we the same? How are we different?
- My home
- My family and Me
- Looking after myself and others



What KSU will we gain?

- Knowledge: Children will know that people have different physical characteristics and personal preferences.
- Skill: Children will develop the ability to recognize and celebrate similarities and differences in others.
- Understanding: Children will understand that despite differences, everyone has unique qualities to be valued.



What Excellence Looks Like

- Children confidently discussing and celebrating diversity.
- Children articulating differences and similarities between homes and families.
- Independent recognition of personal hygiene and well-being.
- Empathy shown through caring for others and thoughtful interactions.
- Clear understanding of family roles and community support.



HOW WE WILL BE ASSESSED

Students Reflections and tasks by end of the unit, Work samples, Individual observation

Curriculum Overview - Reception

Subject: Bahasa Melayu



Topics

- Warna dan Bentuk & Suku Kata (Colours and Shapes, Decoding Suku Kata)
- Nombor 1-20



What KSU will we gain?

- K- Students will learn Bahasa Melayu vocabulary for colours, basic shapes and numbers 1–20. They will learn to recognise vowels and familiar consonants, associate them with sounds, and identify simple syllables in familiar words.
- S - Students will develop listening and speaking skills through naming, describing, and answering simple questions. They will practise blending sounds, reading familiar syllables, counting objects accurately, and matching quantities to numerals. Tracing and letter-formation activities will develop fine motor control and writing readiness
- U – Students will understand that colour and shape words describe objects, while number words describe quantities. They will begin to understand that written letters represent sounds which can be blended to read syllables and words.



What Excellence Looks Like

- Students confidently recognise and name familiar colours and shapes in Bahasa Melayu.
- They describe objects using short phrases such as “segi tiga kuning” (yellow triangle).
- They identify vowels and familiar consonants and produce their sounds with increasing accuracy.
- They blend taught sounds to read simple syllables and familiar words with increasing independence.
- They count aloud from 1–20 in Bahasa Melayu and count objects using one number word for each object.
- They match numerals to quantities and answer “Berapa?” using the appropriate number word.
- Students apply familiar vocabulary during games and classroom routines and show growing control when forming letters and numerals.



HOW WE WILL BE ASSESSED

Teacher observation, individual questioning, picture-recognition activities, sound-identification and blending tasks, practical counting, numeral-and-quantity matching, and work samples. Assessment will consider students' starting points and the level of support needed to demonstrate understanding.

Curriculum Overview - Reception

Subject: Mandarin



Topics

My Body, Clothes, Toys, Transport & Nature



What KSU will we gain?

- K - Students will learn basic Mandarin vocabulary related to body parts, clothes, toys, transport, and nature.
- S - Students will understand simple questions, instructions and expressions through songs, stories, actions, pictures and practical activities
- U - Students will develop listening and speaking skills, recognising and using familiar Mandarin words and simple phrases with increasing confidence.



What Excellence Looks Like

- Recognise, pronounce and use familiar Mandarin vocabulary accurately.
- Identify body parts, clothes, toys, means of transport, and objects in nature.
- Respond appropriately to simple questions and instructions.
- Use short Mandarin phrases confidently during classroom activities.



HOW WE WILL BE ASSESSED

Students will be assessed through teacher observation, picture-matching, listening and speaking activities, songs, action games, role-play, and simple questioning. Assessment will focus on vocabulary recognition, pronunciation, listening comprehension, appropriate responses, and use of familiar Mandarin words and phrases.

Curriculum Overview - Reception

Subject: Physical Education



Topics

Super Movers: Agility, Balance & Coordination



What KSU will we gain?

- K - Students will learn the basic concepts of agility, balance, and coordination. They will understand that agility involves quick changes in direction, balance is about staying steady during movement or stillness, and coordination is the ability to use different parts of the body together smoothly.
- S - Students will develop and demonstrate practical abilities in agility, balance, and coordination through a variety of activities. They will practice moving quickly and changing direction with control, holding steady positions and balancing while moving and using their hands and feet together smoothly to complete tasks.
- U - Students will grasp why agility, balance, and coordination are important in physical activities and everyday movements. They will understand how these abilities help them move more efficiently and safely, and how improving these skills allows them to perform various actions with better control.



What Excellence Looks Like

- Students can change direction quickly and smoothly, reacting swiftly to different cues or obstacles. They can move in a variety of ways like running, hopping, or skipping while staying balanced and controlled.
- Students can maintain steady control both in motion and while holding still positions. They balance confidently during activities like walking along a line or holding a pose, showing strong core stability.
- Students demonstrate excellent coordination by smoothly using their arms, legs, and hands together during activities like catching, throwing, or dribbling. They perform these actions with precise timing and minimal errors.
- Overall, students display enthusiasm, confidence, and focus during activities, actively engaging and improving through practice. Their ability to adapt and respond to physical challenges quickly and with good form showcases a deeper understanding of agility, balance, and coordination.



HOW WE WILL BE ASSESSED

Continual assessment of skills, Q and A, and observation.

Curriculum Overview - Reception



Subject: Music

Topics

In this topic, children will focus on listening and responding to various sounds. They will practice moving to the music when a sound is heard and stopping when the sound stops.

Additionally, students will explore pitch matching, learning to sing or speak with high and low sounds. They will also experiment with different voice volumes, such as loud and quiet, while reciting simple poems or songs.



What KSU will we gain?

- **Knowledge:** Students will learn basic musical concepts like pitch (high vs. low) and dynamics (loud vs. quiet). They will also learn to associate movement with sound.
- **Skills:** Students will develop listening skills, improve their ability to match pitches, and refine their motor coordination. They will also practice expressive reading or singing by adjusting their voice for different dynamics and pitch.
- **Understanding:** Students will understand how to follow cues based on sound, reacting appropriately by stopping, moving, or playing instruments. They will gain an understanding of how pitch and volume can change the mood of a piece.



What Excellence Looks Like

Excellence will be demonstrated by students who actively listen and accurately respond to sound cues, showing clear control over when to move, stop, or play instruments. They will exhibit strong pitch-matching abilities and use their voices expressively, adjusting both volume and pitch while reciting poems or singing. Students achieving excellence will also show focus and engagement during group activities.



HOW WE WILL BE ASSESSED

Practical observation

