

Curriculum Overview - Year 1

Subject: English



Topics

- Stories with familiar settings
- Simple rhymes



What KSU will we gain?

Stories with familiar setting:

- Students will understand what the main story elements are.
- Can retell a story with important details.
- Be able to identify key elements of the story.
- Practice discussing stories and recounts.
- Write short stories with story elements.
- Students will learn to describe characters.

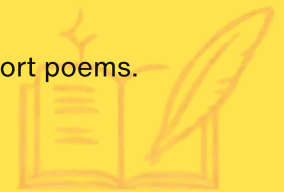
Simple Rhymes

- Students will learn rhyming words and how to identify rhymes.
- Students will understand why rhymes are used in writing.
- Students will begin to create their own simple rhymes.
- Students will write their own simple rhymes.



What Excellence Looks Like

- Stories with familiar setting:
 - Identify what the main elements of the story are and explain how they influence the story.
 - Student shows a strong comprehension of stories that they have read or have read to them.
 - Students can describe characters with a range of adjectives.
 - Be able to share thoughts and opinions about a story.
- Simple Rhymes:
 - Students can accurately identify rhyming words.
 - Students can explain how rhyming words work.
 - Students will create their own rhyming lines or short poems.



HOW WE WILL BE ASSESSED

- Writing of own short story
- Writing own short poem or lines using rhyming words.



Curriculum Overview - Year 1



Subject: Maths

Topics

- Addition & Subtraction
- Shapes
- Place value within 20



What KSU will we gain?

Addition & Subtraction

- Identify and represent numbers using objects and pictures, including number line
- Use language & understand language such as equal to, fewer (Less than), most least
- Read and write math statements with +, - , = signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero

Shapes

- Name and recognise 2D shapes
- Understand 2D shape properties
- Understand that 3D shapes tangible
- Know the name of simple 3D shapes such as cubes.
- Understand features of 3D.

Place value within 20

- Extend numeracy skills to 20
- Count to 20 in the correct order
- Composition of numbers to 20
- Represent numbers to 20 in different ways
- Using a number line to 20
- Can place numbers to 20 in the correct order on a number line.
- Can identify one more or one less than a given number up to 20.



What Excellence Looks Like

Addition & Subtraction

- Use language and understand equal, fewer, most, least
- Read write, use +, -, = signs
- Use number bonds and subtraction facts within in
- Subtract 1 digit and 2-digit numbers to 20, including 2

Shapes:

- Students should recognise and name 3D shapes
- Know the properties of 2D shapes
- Know the difference between 2D and 3D shapes
- Can identify shapes in various orientations.
- Can use different vocabulary to describe 3D shapes.

Place value within 20:

- The student can recognize and represent numbers up to 20 using objects, pictures, and numerals.
- Able to write numbers up to 20 correctly, in both numeral and word form
- The student can fluently count forwards and backwards to 20, starting from any number.
- Can partition numbers into tens and ones using objects or diagrams.
- compare and order numbers up to 20, using terms such as "greater than," "less than," or "equal to."



HOW WE WILL BE ASSESSED

- Daily formative assessments to check for understanding.
- End of unit assessments through White Rose.

Curriculum Overview - Year 1

Subject: IPC



Topics

Sensational



What KSU will we gain?

- Know the names of the five senses: sight, hearing, smell, taste and touch.
- Know which body parts are linked to each sense.
- Know that we use our senses to help us make sense of the world around us.
- Know that different textures, sounds and smells can be described using specific vocabulary.
- Know how to protect and take care of our senses.
- Know that some people may experience the world differently.
- Understand and use vocabulary to describe sensory experience.
- Use the different senses to explore and describe different materials.
- Record observations using skills such as drawing, charts or photos.
- Understand how sense can keep us safe.



What Excellence Looks Like

- Clearly explains how each sense helps us in every day life, using detailed accurately vocabulary.
- Make thoughtful connections between sense and safety.
- Understand and explain how people might experience the world differently.
- Uses science vocabulary in discussion and writing.
- Can record observations and findings.



HOW WE WILL BE ASSESSED

- Knowledge assessment IPC Rubrics
- End of unit reflection



Curriculum Overview - Year 1

Subject: Bahasa Melayu



Topics

Di Rumah
At Home



What KSU will we gain?

- K – Learn and recall vocabulary for familiar daily activities at home, at school and in the community.
- S – Identify vocabulary from pictures and spoken prompts, pronounce and spell familiar words accurately, answer simple questions, and construct short, meaningful Bahasa Melayu sentences.
- U – Understand activity vocabulary and use it to describe who is doing an activity and what they are doing in familiar contexts.



What Excellence Looks Like

- Confidently recognize, pronounce, read and spell familiar vocabulary.
- Use vocabulary accurately to communicate simple ideas.
- Build clear sentences about activities.
- Include who, what, where and when describing activities.
- Use accurate vocabulary, sentence structure, spelling, and pronunciation.
- Connect several sentences to describe activities clearly in speaking and writing.



HOW WE WILL BE ASSESSED

Students will be assessed through vocabulary, listening, speaking, reading, and writing tasks. Assessment will focus on accurate vocabulary, pronunciation, spelling, sentence structure, and the ability to communicate clearly.

Curriculum Overview - Year 1

Subject: Mandarin



Topics

- Beginner: Date & Time and Myself
- Advanced: 星期和时间



What KSU will we gain?

Beginner:

- K - Students will learn vocabulary and expressions for time, dates, family members and personal details, including name, age, and address.
- S - Students will practise telling the time, stating dates, and asking and answering questions about their name, age, address and the number of people in their family.
- U - Students will understand how to express time and dates and use simple sentences to introduce themselves and their family.

Advanced:

- K - Students will learn the Mandarin vocabulary for the days of the week, including their pronunciation and written Chinese characters. They will also learn the characters used in their own Chinese names.
- S - By the end of the unit, students will be able to recognise, pronounce, read and write the days of the week, arrange them in the correct order, and ask and answer simple questions about what day it is. They will also practise writing their own Chinese names using correct character formation and stroke order, with increasing independence.
- U - Students will understand how the days of the week are named and sequenced in Mandarin, recognising the pattern of “星期” followed by a number for Monday to Saturday and the different forms used for Sunday. They will understand how correct stroke order helps them form Chinese characters clearly and accurately.



What Excellence Looks Like

Beginner:

- Confidently ask and answer familiar questions without relying heavily on prompts.
- Demonstrate accurate pronunciation.
- Use numbers and time expressions appropriately.
- Combine several sentences to give a short personal introduction or describe a daily routine.

Advanced:

- Read short passages aloud.
- Say the days of the week from Monday to Sunday.
- Tell the time correctly in Mandarin.
- Write Chinese characters using the correct stroke order.
- Write their own Chinese names.



HOW WE WILL BE ASSESSED

Students will be assessed through listening identification, number and time activities, paired conversations, reading and character recognition, guided writing and short personal-information tasks. Assessment will focus on accurate vocabulary, pronunciation, comprehension, and ability to communicate simple information.

Curriculum Overview - Year 1

Subject: Physical Education



Topics

- IPC PE Unit: Fairy Tale Athletics



What KSU will we gain?

- K - Students learn the basics of how to prepare themselves for physical activity, such as warming up, staying hydrated, and being mindful of safety. They also gain knowledge of how their eyes and hands/feet work together in athletic movements, and how different movements are required in activities like running, jumping, and throwing.
- S - Students will develop key skills in running, jumping, and throwing. They will learn to demonstrate good running form with increasing speed, focusing on body control and balance. For jumping, students will practice a two-foot take-off and landing with an emphasis on distance and coordination. In throwing, they will refine an overarm push action, aiming for accuracy and control.
- U - Students begin to understand that proper technique leads to better outcomes in athletic tasks. They develop an awareness of how eye-hand/foot coordination enhances their ability to control movements, such as throwing correctly or landing a jump safely.



What Excellence Looks Like

- Students exhibit excellent running form, with a smooth, efficient stride, strong posture, and effective arm movement. They can run with speed and endurance while maintaining balance and control throughout.
- Students perform two-footed take-offs and landings with precision, achieving significant distance while maintaining stability. Their landing is soft, balanced, and controlled, showcasing strong coordination of the whole body.
- Students display excellent overarm push throws with power, accuracy, and technique.
- Across all activities, students show exceptional body awareness and control, smoothly transitioning between movements with balance and coordination, quickly adapting to different tasks while keeping proper form.



HOW WE WILL BE ASSESSED

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

Curriculum Overview - Year 1



Subject: Music

Topics

In this unit, students will explore sound creation using untuned percussion instruments to produce sound effects. They will also practice “call and response,” where they follow rhythms played by their group leader. Through these activities, students will learn how to create and respond to sounds, developing a foundational understanding of rhythm and group performance.



What KSU will we gain?

- **Knowledge:** Students will learn about different types of untuned percussion instruments and how they can be used to create various sound effects. They will also gain knowledge of rhythmic patterns used in “call and response.”
- **Skills:** Students will develop skills in rhythm creation and performance, coordination using untuned percussion instruments, and teamwork in the “call and response” activity. They will also improve their listening skills as they follow rhythmic cues.
- **Understanding:** Students will understand the importance of listening carefully and responding accurately in a group setting. They will begin to recognise how sound can be used to convey meaning and mood.



What Excellence Looks Like

Excellence will be demonstrated by students who can create sound effects confidently using a variety of untuned percussion instruments and clearly understand how these sounds fit within a broader context. In the “call and response” activity, excellent students will be able to accurately follow and repeat rhythms, maintain steady timing, and show leadership when it’s their turn to lead. They will also show increased focus and collaboration during group tasks.



HOW WE WILL BE ASSESSED

Practical observation

