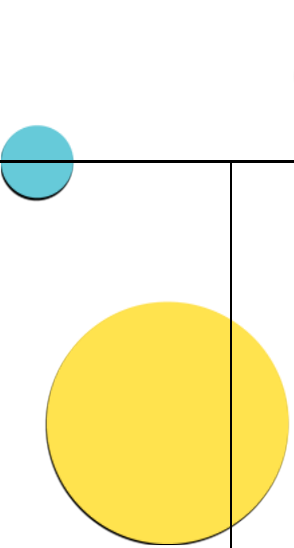
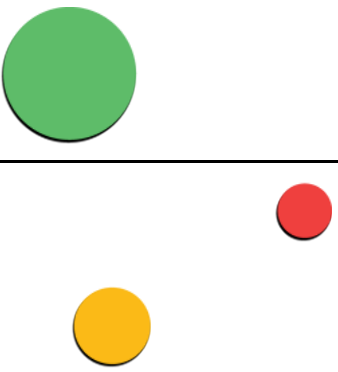


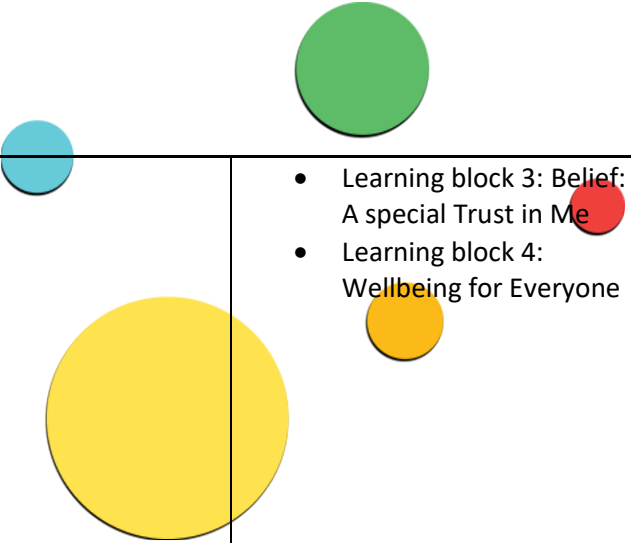
Straits International School Rawang

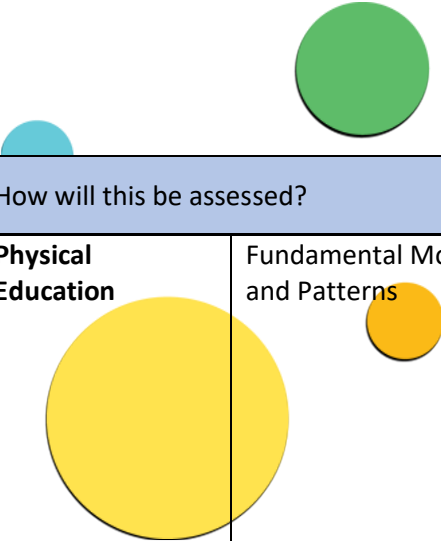
Curriculum Overview - Reception

Autumn Term 1.1 2026/2027

Autumn - Term 1.1	What will we learn?	What KUS will we gain?	What will excellence look like?
English	- Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. - Story scribing. - Use initial sounds to label characters / images. - Writing names. - Practising correct letter formation of name - Joining in with rhymes /stories and showing an interest in rhymes/stories with repeated refrains.	K- Understanding of which hand is more comfortable for writing and how to hold a pencil correctly using a tripod grip. U- Understand that initial sounds can be used to label characters or images. S- Create intentional marks and begin to explain what these marks represent.	- Confidently uses their dominant hand with a well-established tripod grip, allowing them to write with control and ease, resulting in more legible writing. - Creates marks with clear intent, often labelling or explaining them with words, showing early signs of writing and symbolic representation. - Accurately identifies and uses initial sounds to label characters/images in a story, demonstrating early literacy and phonics skills. - Writes their name confidently with all letters correctly formed, demonstrating consistency and attention to detail in letter formation. - Actively participates in rhymes and stories, confidently joining in with repeated refrains, and showing enthusiasm and deep understanding of the content.
How will this be assessed?		Phonics assessment, Work samples, Individual observation	
Maths	- Match, sort and compare - Talk about measure and patterns - It's me 1,2,3	K- Students will learn to identify, match, sort, and compare objects based on different attributes, such as size, shape, colour, and quantity. -Students will gain a foundational understanding of numbers, focusing on identifying and counting numbers 1, 2, and 3,	- Can consistently and accurately match and sort objects by various attributes (color, shape, size) with minimal guidance, demonstrating an understanding of similarities and differences. - Can compare objects, quantities, and sizes using appropriate language (e.g., bigger/smaller, more/less) and demonstrate reasoning behind their comparisons.

		and relating these to real-life objects and scenarios. -They will explore patterns in everyday contexts, recognize repeating sequences, and create simple patterns using a variety of materials. S- Students will participate in hands-on activities that involve matching, sorting, and comparing objects, such as grouping items by colour or size and arranging them in order. - Children will apply skills in counting and recognizing numbers during daily routines, games, and structured tasks. U- Students' understanding of these concepts will be assessed through end-of-block checkpoints, where they will demonstrate their ability to match, sort, compare, recognize patterns, and understand numbers in a variety of contexts.	• Able to use simple non-standard units (like blocks or hands) to measure and describe the length, height, or weight of objects, showing an early grasp of measurement concepts. • Confidently recognize, extend, and create simple patterns (AB, AAB, ABB), showing creativity and an understanding of sequences and repetition. • Confidently recognize numbers, count objects accurately, and demonstrate an understanding of one-to-one correspondence, laying a strong foundation for future numeracy skills.
How will this be assessed?		End of block checkpoint, Practical activities, Work samples, Individual observation	
IEYC	Unit: The magic of me and Us • Learning block 1: At my own space • Learning block 2: Curiosity Makes Exciting Things Possible	K- Knows that everyone is unique and has individual strengths, interests, and characteristics. -Understands that families, cultures, and communities can be similar and different. -Know that people grow, change, and learn throughout their lives.	• Confidently shares ideas, reflects on personal learning, and explains thinking using appropriate vocabulary. • Demonstrates empathy, kindness, and respect towards others, appreciating different perspectives and experiences.

	• Learning block 3: Belief: A special Trust in Me • Learning block 4: Wellbeing for Everyone	S- Describes personal experiences, feelings, and ideas using appropriate vocabulary. -Listens to and respects the thoughts and perspectives of others. -Works collaboratively, asking questions and sharing ideas during learning activities. U- Understand that differences make each person special and should be valued. -Understands that positive relationships are built through kindness, respect, and cooperation. -Understands that learning about themselves helps them understand and appreciate others.	• Works collaboratively with peers, contributing ideas, listening actively, and supporting group learning. • Make meaningful connections between themselves, their family, school, community, and learning across the curriculum. • Shows curiosity by asking thoughtful questions, exploring ideas, and applying learning in new contexts. • Take ownership of learning by showing resilience, independence, and pride in achievements while identifying the next steps for improvement.
How will this be assessed?		Students Reflections and tasks by end of the unit, Work samples, Individual observation	
Bahasa Melayu	<u>Me and myself (Perihal diri)</u>	In this term, students will focus on Perihal Diri (Me and Myself). They will learn how to describe themselves, including their name, age, likes, and interests. This will help them express personal information and engage in conversations about themselves confidently. By understanding and using this vocabulary, students will improve their ability to communicate their personal details effectively.	• Describe themselves using simple sentences in Bahasa Melayu. • State their name, age, and personal interests clearly. • Express likes and dislikes in conversations about their personal preferences. • Use appropriate vocabulary to talk about personal details. • Communicate confidently about themselves in everyday situations.
How will this be assessed?		Writing and reading exercises, class participation	
Mandarin	<u>Pinyin and Strokes</u>	Through learning pinyin, students can understand the vowels and consonants of Chinese and realize that Chinese has four tones. In terms of strokes, students understand and learn that Chinese characters are composed of various strokes.	In pinyin, students can confidently and accurately pronounce the characters they learn using the four tones, while also understanding that each tone can change the meaning of the character. In terms of strokes, students can improve their ability to write Chinese characters and understand that there is an order to writing Chinese characters.



How will this be assessed?		Classwork and worksheet	
Physical Education	Fundamental Movement Skills and Patterns	• K - Learn the basic concepts related to fundamental movement skills, such as walking, running, jumping, galloping and throwing. Gain knowledge about how bodies move in space, including terms like direction, speed, and pathway. • U - Understand how to apply basic movement skills in various activities and games. Develop an understanding of the importance of safety rules, personal space and the need to follow instructions to prevent injuries. • S - Develop proficiency in essential movement skills such as walking, running, jumping, galloping and throwing. Develop skills such as teamwork, sharing, taking turns, and showing respect for others during physical activities.	• Perform fundamental movements (e.g., running, hopping, jumping) with smoothness, accuracy, and adaptability in various activities. • Exhibit strong body control and spatial awareness, effectively navigating space and maintaining stability. • Show enthusiasm, resilience, and leadership in group activities, encouraging peers and promoting teamwork and fair play. • Consistently follow safety rules, taking responsibility for themselves and others, and reflecting on their performance to continually improve.
How will this be assessed?		Continual assessment of skills and level of understanding via Q and A and observation.	
Music	Singing with actions	Students will learn to sing simple nursery rhymes and gradually learn to pronounce the words in the lyrics. The activities will alternate with following the movements in the video.	
How will this be assessed?		Observation of participation, engagement with class activities, and basic challenges.	