
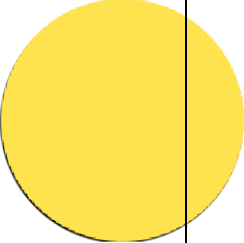

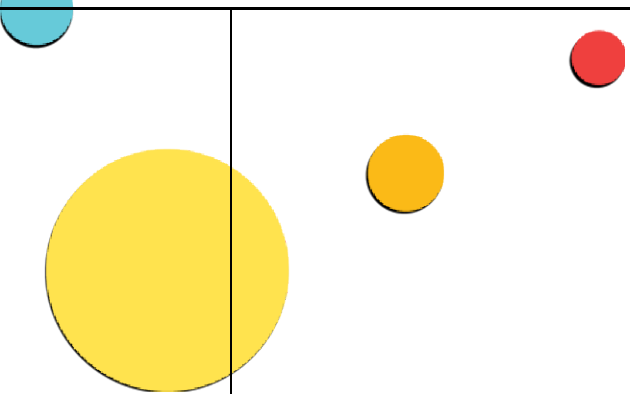


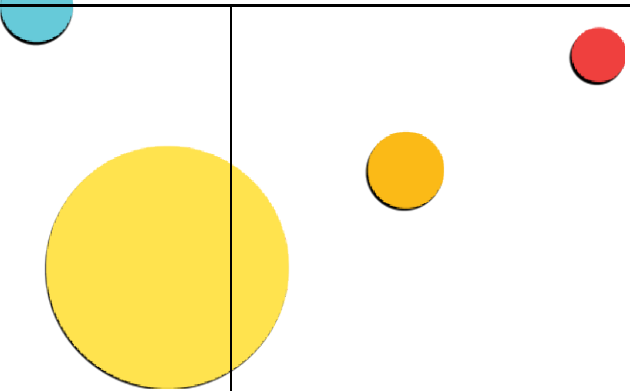
| Autumn - Term 1.2 | What will we learn? | What KUS will we gain? | What will excellence look like? |
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| English | <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Enjoy listening to longer stories and remember much of what happens. Use a wider range of vocabulary. Listen attentively and respond to what they hear with relevant Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Participate in small group discussions. Understand the five key concepts about print: - print has meaning - print can have different purposes. Say a sound for each letter in the alphabet. | <ul style="list-style-type: none"> K - Students will gain an understanding of key print concepts, including recognizing that print has meaning and serves different purposes. They will also learn to identify letter sounds and blend them to read simple words. U - They will expand their vocabulary by engaging in conversations, listening to stories, and participating in discussions. This will help them understand language use and recall story details effectively. S - Students will develop fine motor skills through sensory pre-writing activities, learning to hold a pencil correctly, and practicing writing, improving their overall writing readiness. | <ul style="list-style-type: none"> Students confidently recognize that print has meaning and different purposes, explaining and applying these concepts when reading simple texts independently. They accurately identify letter sounds and blend them fluently, reading unfamiliar words with ease. Students engage in extended conversations, contributing insightful ideas, and using a rich vocabulary. They recall story details, interpret them, and relate these to real-life experiences, demonstrating deep comprehension. Students hold a pencil correctly, write legibly, and consistently produce letters, words, or shapes during pre-writing activities, showing readiness for more advanced tasks. |

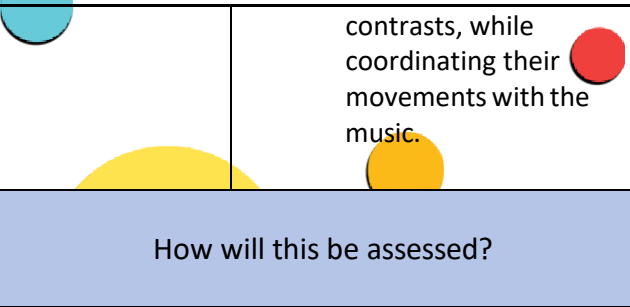
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|  | <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. • Holding a pencil using the correct grip with support. • Sensory pre-writing activities • Practice to develop fine motor skill | | |
| <p>– How will this be assessed?</p> | | <p>Phonics assessment, Work samples, Individual observation</p> | |
| <p>Maths</p> | <ul style="list-style-type: none"> • Counting 2 • Subitising 1 • Pattern 2 • Shape, space and measure 2 | <ul style="list-style-type: none"> • K -Students will gain knowledge of counting, recognizing patterns, and understanding shapes, space, and measurements. They will also develop an awareness of subitising, the ability to recognize small quantities without counting. • U-They will understand how numbers relate to objects, patterns in sequences, and how shapes and sizes are relevant in everyday life. They will also grasp spatial awareness and measuring concepts. • S - Students will enhance their counting and pattern recognition skills, develop spatial reasoning, and improve their ability to measure and identify shapes accurately in various contexts. | <ul style="list-style-type: none"> • Students will confidently count objects with accuracy and apply counting in different contexts, showing a deep understanding of number relationships and sequences. • They will quickly recognize small quantities without needing to count, demonstrating fluency in subitising with increasing complexity. • Students will not only recognize but also create and extend complex patterns independently, showing advanced patterning skills. • They will accurately measure objects, compare sizes, and use spatial reasoning to solve practical problems, such as fitting shapes together or understanding positioning in space. • Students will confidently identify, describe, and manipulate shapes, understanding their properties and how shapes relate to each other in various contexts like building structures or solving puzzles. |

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| How will this be assessed? | | End of block checkpoint, Practical activities, Work samples, Individual observation | |
|  <p data-bbox="208 679 271 703">IEYC</p> |  <ul data-bbox="423 647 667 772" style="list-style-type: none"> • Healthy bodies • Feed the brain • Myself and others • Free to be me | <ul data-bbox="855 368 1357 1018" style="list-style-type: none"> • K - Students will gain knowledge about the importance of healthy habits, including proper nutrition ("Feed the brain") and physical well-being ("Healthy bodies"). They will also learn about self-awareness ("Myself and others") and the concept of individuality and self-expression ("Free to be me"). • U - They will understand how healthy choices affect their bodies and minds, the importance of taking care of themselves, and how to recognize and respect differences in others while embracing their unique qualities. • S - Students will develop skills in making healthy food choices, participating in physical activities to promote well-being, building self-confidence, and expressing themselves while interacting positively with others. | <ul data-bbox="1442 320 2051 1034" style="list-style-type: none"> • Students will not only understand the importance of healthy habits but can confidently explain how nutrition and physical activities contribute to overall well-being, demonstrating in-depth knowledge about the relationship between the body and brain. • They will consistently make thoughtful, healthy choices, both in terms of food and activities, and understand how these choices directly impact their mental and physical health. • Students will show a deep sense of self-awareness, respecting differences among peers and confidently expressing their unique identity and opinions in a positive, inclusive manner. • They will enthusiastically engage in physical activities, demonstrating improved motor skills, coordination, and a proactive attitude towards maintaining a healthy lifestyle. • Through self-confidence and understanding of others, students will excel in building strong, respectful relationships, working cooperatively in groups, and contributing meaningfully to class discussions and activities. |
| How will this be assessed? | | <ul data-bbox="855 1118 1303 1145" style="list-style-type: none"> • Work samples, Individual observation | |
| Bahasa Melayu | Ambition (Cita-cita), Hobby (Hobi) | <p data-bbox="808 1198 943 1225">Knowledge :</p> <ul data-bbox="808 1233 1357 1393" style="list-style-type: none"> - Understand the meaning of "ambition" (cita- cita) and "hobby" (hobi). - Learn basic vocabulary related to different ambitions (e.g., doctor, teacher, firefighter) and hobbies (e.g., drawing, reading, sports). | <ol data-bbox="1442 1198 2018 1430" style="list-style-type: none"> 1. Active Participation: Actively engage in activities and class discussions, sharing their ideas and listening to others respectfully. 2. Vocabulary Mastery: Demonstrate a solid understanding of key vocabulary related to ambitions and hobbies by using the correct terms during conversations and activities. |

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|  | | <p>Skills :</p> <ul style="list-style-type: none"> - Ability to identify and name various ambitions and hobbies. - Express personal ambitions and hobbies through simple sentences (e.g., "I want to be a teacher" or "My hobby is drawing"). <p>Understanding :</p> <ul style="list-style-type: none"> - Understand that hobbies can be a way to relax and enjoy time, while ambitions are goals for the future. - Appreciate the importance of pursuing ambitions and developing hobbies for personal growth. | <ol style="list-style-type: none"> 3. Creativity and Imagination: Show creativity when discussing their ambitions and hobbies. 4. Collaboration: Work well with peers, showing empathy and understanding that everyone has different dreams and interests. |
| <p>How will this be assessed?</p> | | <p>Participation, class works, listening and responding</p> | |
| <p>Mandarin</p> | <p>Basic greetings, numbers, animals & colours</p> | <ul style="list-style-type: none"> • Students will gain basic knowledge (K) of simple Mandarin words and expressions related to daily life, such as greetings, numbers, animals, and colours. They will understand (U) classroom instructions and short songs through repetition and visuals. Students will develop skills (S) in listening, speaking, and responding to simple words and phrases confidently in fun, play-based activities. | <ul style="list-style-type: none"> • Excellence will be shown when students can recognise and say familiar Mandarin words accurately, follow simple teacher instructions, sing Mandarin songs joyfully, and use polite expressions naturally in class routines and play. |
| <p>How will this be assessed?</p> | | | |

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| Physical Education | Agility, Balance, Coordination (ABC's) | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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 |
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|  | | <ul style="list-style-type: none"> • 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. • 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. | <p>walking along a line or holding a pose, showing strong core stability.</p> <ul style="list-style-type: none"> • 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. |
| <p>How will this be assessed?</p> | | <p>Continual assessment of skills, Q and A, and observation.</p> | |
| <p>Music</p> | <ul style="list-style-type: none"> • In this topic, students will explore dynamics (loud and soft sounds) and how different movements can be linked to these sounds. Through singing, playing instruments, and physical activities, they will learn to express changes in volume and energy through dynamic | <ul style="list-style-type: none"> • Knowledge: Students will learn basic concepts of dynamics (loud vs. soft) and how they apply in music. • Understanding: Children will understand how dynamics can express feelings and stories in music, and how to adjust their movement to match the volume or energy of a song. • Skills: They will develop listening skills by recognizing changes in dynamics, | <ul style="list-style-type: none"> • Excellence will be demonstrated by students who can confidently distinguish between loud and soft sounds, match their movements to varying dynamics, and work together in a group setting. These students will exhibit creativity in their movement responses and will show growing control over their body coordination and spatial awareness. |



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| | contrasts, while coordinating their movements with the music. | motor skills by moving to music, and creative expression by using their bodies to interpret music. | |
| How will this be assessed? | | Practical observation | |